



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Drowne Road School

SAU: RSU 51 / MSAD 51

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2010-2011 NCLB Report Card



School: Drowne Road School
SAU: RSU 51 / MSAD 51
Grade: 03



MAINE
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	141	141	100	72	72	65	0	72	21	7	141	0
	2009-2010	195	194	99	78	78	73	20	58	15	7	194	0
Female	2008-2009	73	73	100	75	75	70	0	75	18	7		
	2009-2010	87	87	100	84	84	76	24	60	11	5		
Male	2008-2009	68	68	100	68	68	60	0	68	25	7		
	2009-2010	108	107	99	73	73	69	17	56	19	8		
Caucasian/White	2008-2009	139	139	100	72	72	66	0	72	21	7		
	2009-2010	190	189	99	78	78	74	21	58	15	6		
African American/Black	2008-2009	0	0				42						
	2009-2010	2	2	100			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	2	2	100			58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	17	17	100	18	18	53	0	18	76	6		
	2009-2010	17	17	100	71	71	62	18	53	12	18		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	24	24	100	13	13	36	0	13	50	38		
	2009-2010	19	18	95	17	17	38	0	17	33	50		
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Drowne Road School
SAU: RSU 51 / MSAD 51
Grade: 03



MAINE
DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	141	141	100	80	80	70	30	50	15	5	141	0
	2009-2010	195	194	99	85	85	62	24	61	9	6	194	0
Female	2008-2009	73	73	100	78	78	68	27	51	14	8		
	2009-2010	87	87	100	84	84	61	20	64	10	6		
Male	2008-2009	68	68	100	82	82	71	32	50	16	1		
	2009-2010	108	107	99	86	86	63	28	58	7	7		
Caucasian/White	2008-2009	139	139	100	81	81	71	29	51	14	5		
	2009-2010	190	189	99	85	85	63	25	60	9	6		
African American/Black	2008-2009	0	0				45						
	2009-2010	2	2	100			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	2	2	100			52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	17	17	100	41	41	58	6	35	41	18		
	2009-2010	17	17	100	71	71	50	0	71	18	12		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	24	24	100	33	33	46	4	29	46	21		
	2009-2010	19	18	95	39	39	33	0	39	33	28		
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Drowne Road School
SAU: RSU 51 / MSAD 51
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 100	99 99	78	81 87	71 69	99	100 100	99 99	76	85 86	63 61	97	96	95
Caucasian/White	99	100 100	99 99	78	81 87	71 69	99	100 100	99 99	76	85 86	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 100	99 99	*	65 79	60 56	*	100 100	99 99	*	73 67	50 47			
Students with Disabilities	*	98 100	97 98	29	34 39	36 28	*	98 100	97 98	38	52 48	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	1	2	4	4	3	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>